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## **EVALUATION REPORT**

### **Executive Summary**

**for the Results of the Project for**  
**“IMPROVING THE QUALITY OF EDUCATION BY**  
**SUPPORTING PROFESSIONAL DEVELOPMENT OF**  
**STAFF OF SCHOOL AND ADULT EDUCATION”**

**under**  
**Human Resources Development Operational Programme**

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# EXECUTIVE SUMMARY

## 1. Purpose

The main objective of this report is the evaluation and impact analysis of the activities in “Improving the Quality of Education by Supporting Professional Development of Staff of School and Adult Education” project carried out in the IPA Human Resources Development Operational Programme which was conducted within the Presidential between 2015-2016 by the Centre for European Union Education and Youth Programmes (Turkish National Agency) which was affiliated with the Ministry for EU Affairs

This document is a comparative synthesis of the views of project coordinators and participants. The main objective of the report is to uncover a consistent narrative of the views of project coordinators and participants on the effectiveness and success of the activities that took place in “Improving the Quality of Education by Supporting Professional Development of Staff of School and Adult Education” project within IPA Human Resources Development Operational Programme. This report aims to provide a comparative summary of the differences among participants, as well as the main areas where participants' views are in parallel with each other.

### 1.2. General Objectives of the Project

The general purposes of this project are;

- To develop a comprehensive new approach to valuing learning to build bridges between different learning context and learning forms and to facilitate access to individual pathways of learning,
- To promote the linkage between lifelong learning, education system and labor market.

### **1.3. Specific Objectives of the Project**

The specific purposes of this project are;

- Supporting the professional development of those who work in school and adult education with a view to innovating and improving the quality of teaching and training across Europe.
- Increasing training capacities of social partners, schools, local/regional school education authorities, adult education institutions, NGOs, VET Institutions and public bodies in order to establish capacity to facilitate adaptability of the employees and employers.
- Ensuring a better recognition of competences gained through the learning periods abroad.

In order to realize the general and specific purposes of the Project, the titles below are considered:

- General Characteristics of Erasmus+ Staff Mobility in School Education and Adult Education Projects
- The Qualitative Analysis Results on The Effects of the Projects on the Staff
- The Qualitative Analysis Results on the Effects of the Projects on the Institutions

Following research questions shape a framework for this study:

- What are the general characteristics of School Education and Adult Education Staff Mobility Projects?
- What is the demographical (age, gender, city of the home organisation, country which they visited, etc.) distribution of the participants of School Education and Adult Education Staff Mobility Projects?
- What are the effects of School Education and Adult Education Mobility

Projects on the staff?

- What are the effects of School Education and Adult Education Mobility Projects on the institutions?
- What are the main obstacles in the properly operation of School Education and Adult Education Mobility Projects in accordance with their purposes?

## **2. Introduction**

A well-designed impact assessment can answer the question of whether the assessed program is effective and helps to make decisions about the maintenance and dissemination of the programs. In addition to this, a well-designed impact assessment can also answer questions about the design of the training program; gives information about which main components of the program is effective / successful, and which components are ineffective / unsuccessful. In addition, impact assessment provides important information while a program is being redesigned and / or policies are set for programs to be designed in the future.

Impact assessments are a strong database in various contexts to guide policy makers for all sectors. For this reason, the main objective of this report is to analyze the effects of the Erasmus+ School and Adult Education projects.

### **2.1. An Overview on LLP and Erasmus+ Programme**

In this report, the results of EU-IPA Human Resources Development Operational Programme Project which is carried out by the Presidency of the Centre for European Union Education and Youth Programmes (Turkish National Agency) which is affiliated by TR Ministry of EU Affairs, are analyzed and evaluated. For this aim, in this section the literature related to the LLP and Erasmus+ was reviewed as the first step of this subjected analysis and evaluation in order to provide the necessary background information.

By 1 January 2014, Comenius, Erasmus, Leonardo da Vinci, Grundtvig Programmes which had been held between 2007-2013 and five International Cooperation Programmes (Erasmus Mundus, Tempus, Alfa, Edulink and by the inclusion of ‘Cooperation with Industrialized Countries Programme’) which were included in LLP, are collected under the topic of Erasmus+ Programme.

Erasmus+ Programme is the general name of a framework programme, which has been active since 1 January 2014 and covers fund towards different target and age groups in the fields of education, youth, and sport. Within the Erasmus+ Program, support for school education, higher education, vocational training, adult education and youth is continuing as in the previous programs, and grant support is provided to the projects in the field of sports as well. Erasmus+ Programme aims to provide more effective tools which promote types of cooperation among different sectors which would be in parallel with Europe 2020 Strategy purposes.

In the field of school education, Erasmus+ Programme aims to increase the quality in the education and to reinforce the partnerships with schools from Programme countries and education staff. In the most general sense, the target group of Erasmus+ School Education activities composes of public or private institutions/organisations, which are related to school education and administrative staff, trainers/teachers and students of these institutions.

Under Erasmus+ Key Action 1: Learning Mobility of the Individuals, mobility project for school staff aims to develop the competences of school staff and for provide them professional development opportunities abroad. In this scope, short-term transnational mobility activities of school staff in the field of school education are supported.

In the field of Adult Education, the Programme aims to increase the quality of Adult Education and strengthen the cooperation among institutions, which are active in adult education in Programme countries.

The target group of these projects is the staff who are responsible for the education of basic skills and key competencies of adults and adult learners who are educated in this field. Adult learners can be participated in the international mobility activities in the Strategic Partnerships for Adult Education projects only if it is in line with the project's purposes. Adult Education Staff Mobility aims at

developing the key competencies and skills of staff who is responsible for Adult Education to increase the quality of learning and teaching. In the Adult Education Staff Mobility Projects, which may last 1 to 2 years, eligible participants are staff working in Adult Education institutions or organisations and responsible from the education of Adults as their educator.



### **3. Method**

In the preparation of this report, thorough and reliable data collection approaches are used. Qualitative data has an important role in the impact assessment studies since they strengthen the evaluation design and the interpretation of qualitative data. In other words, qualitative data helps in explaining findings in depth. For this reason, in the study of evaluating IPA Human Resources Development Operational Programme Improving the Quality of Education by Supporting Professional Development of Staff of School and Adult Education Project, mixed research method is used in both obtaining quantitative and qualitative data.

The population of this research is composed of the institutions that were benefited from the activities and participants who were joined in the mobility activities of IPA Human Resources Development Operational Programme Improving the Quality of Education by Supporting Professional Development of Staff of School and Adult Education Project.

In the study, multiple data collection tools are designed to support each other. In data collection, 'Participant Questionnaire' which was generated by the Turkish National Agency, 'Institutional Capacity Building Questionnaire', 'Semi-structured Focus Group Interview Form' and 'Semi-Structured Individual Interview Form' which were generated by the researchers are used.

The preparation of this report is based on the activities of the focus group meetings and individual interviews, and the activities of the sub-projects when the relevant sample is determined. The sample of the study was determined to reflect the universe in terms of geographical distribution, participant type and sub-project partners. The sample distribution for qualitative research was determined at NUTS 1 level. A total of 12 meetings were held with the staff involved in the mobility activities. A total of 20 focus group interviews were conducted, including 12 in the field of School Education and 8 in Adult Education. All focus group interviews were conducted by face-to-face interview method.

The institutional manager / project contact persons to be interviewed are also designated to represent each NUTS 1 region. A total of 36 individual interviews were held with the beneficiary institution manager / school manager, 24 in School Education and 12 in Adult Education. 18 of the individual interviews were conducted face-to-face (12 in School Education and 6 in Adult Education) and the remaining 18 individual interviews were conducted electronically (via Skype, telephone, internet, etc.).

During all the interviews, the voice recordings were taken with the permission of the participants. The obtained data was transcribed and coded and divided into categories.

## **4. Findings**

In this section, the data set, obtained by Participant Survey of National Agency and Institutional Capacity Development Survey, were analyzed by means of descriptive statistics (frequency, percentage, t-test etc.).

The findings of the impact assessment study are presented in the subheadings of;

- General Characteristics of the Projects of Erasmus+ School Education and Adult Education Staff Mobility
- Qualitative Analysis Results of the Projects on the Staff
- Effects of the Projects on the Institutions

### **4.1. General Characteristics of Erasmus+ School and Adult Education Staff Mobility Projects**

5459 of 5675 participants in the Erasmus+ School Education Staff Mobility Programme and 1955 of 2081 participants in the Erasmus+ Adult Education Mobility Programme answered the participant survey within this project. In addition, 225 of 387 institution directors of Erasmus+ School Education Staff Mobility project and 115 of 126 institution directors of Adult Education Staff Mobility projects answered the institutional capacity development survey. Since the surveys which were answered by more than one institution director for the same institution were not included in the analysis, only 340 surveys considered in the analysis.

Within the scope of the project, in School Education Programme it is seen that the first three cities where most of the participants were sent from are: Mersin (565), Ankara (439) and İstanbul (322). The top three countries that accepted the most attendance are Spain (821), Czech Republic (698) and Holland (681)

respectively. In Adult Education Programme, the first three cities where most of the participants were sent are: Ankara (229), Konya (132) and Mersin (116). The first three countries visited by participants are: Germany (306), Italy (271) and Spain (238). This finding is also consistent with qualitative data.

In both School Education and Adult Education projects, most participant programme was in the field of Structured Courses /Training Events.

As seen in Table 1, the most participation in both the School Education (84.92%) and the Adult Education (77.00%) projects were realized in the field of 'Structured Courses / Educational Activities'.

**Table 1.** Mobility type

<b>Mobility Type</b>	<b>Erasmus+ School Education (%)</b>	<b>Erasmus+ Adult Education (%)</b>
Job Shadowing	14.95	23.00
Structured Courses/Training Events	84.92	77.00
Teaching assignments abroad	0.13	-
<b>Total</b>	<b>100.00</b>	<b>100.00</b>

After the mobility, all the participants received a Course Certificate. In addition to this, the percentage of participants who have received the Europass Mobility Certificate is rather high.

**Table 2.** What kind of certificate you received?

<b>What kind of certificate you received?</b>	<b>Erasmus+ School Education (%)</b>	<b>Erasmus+ Adult Education (%)</b>
Course Certificate	37.88	63.88
Course Certificate + Europass Mobility Certificate	62.12	36.12
<b>Total</b>	<b>100.00</b>	<b>100.00</b>

When asked about the satisfaction levels of the Erasmus+ mobility experience, more than 85% of the participants in both types of projects were 'very satisfied' (Table 3).

**Table 3.** How satisfied are you with your Erasmus+ mobility experience overall?

<b>How satisfied are you with your Erasmus+ mobility experience overall?</b>	<b>Erasmus+ School Education %</b>	<b>Erasmus+ Adult Education %</b>
Not Satisfied at all	0.04	0.20
Not Satisfied	0.29	0.30
Neutral	1.17	1.10
Satisfied	12.82	12.20
Very Satisfied	85.68	86.20
<b>Total</b>	<b>100.00</b>	<b>100.00</b>

Participants' satisfaction levels in both types of projects compared with the t test. As there are 28 items in the Institutional Capacity Development questionnaire, the lowest possible score for this questionnaire is  $28 \times 1 = 28$  and the highest score is  $28 \times 5 = 140$ . As scores from this questionnaire increase, participants' satisfaction levels also increase. The following chart is used to interpret the satisfaction scores:

- 28-50 points: I am not satisfied at all
- 51-73 points: I am not satisfied
- 74-96 points: Undecided
- 97-119 points: I am satisfied
- 120-140 points: Very satisfied

Table 4 shows the lowest and highest scores of School Education and Adult Education participants and the average of their satisfaction scores. It can be said that they are 'very satisfied' with the mobility activity attended by both the School Education (X = 126.86) and Adult Education (X = 125.18) participants.

**Table 4.** Satisfaction levels of school education and adult education participants

<b>Project Type</b>	<b>n</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>
School Education	225	33.00	140.00	126.86
Adult Education	115	33.00	140.00	125.18

Almost all of the Erasmus+ School Education and Adult Education Staff Mobility participants stated that they would recommend their experiences to their colleagues.

**Table 5.** Would you recommend this experience to your colleague?

<b>Would you recommend this experience to your colleague?</b>	<b>Erasmus+ School Education (%)</b>	<b>Erasmus+ Adult Education (%)</b>
Yes	99.40	99.28
No	0.60	0.72
<b>Total</b>	<b>100.00</b>	<b>100.00</b>

The areas in which the participants of Erasmus+ School Education and Adult Education Staff Mobility achieved the improvement after participating to the mobility are shown in Table 6 and 7 in detail. For the School Education projects, 98.59% of the participants stated that they improved their cultural awareness and expression competencies; for Adult Education projects 97.58% of participants stated that they learned good practices abroad.

**Table 6.** Erasmus+ School Education Staff Mobility Participant Surveys

Statements		Do not Agree (%)	Neutral (%)	Agree (%)
By participating in this Erasmus+ activity I have developed the following competences:	Communication in the mother tongue	17.75	15.31	66.94
	Practical skills (e.g. planning and organising, project management, etc.)	0.97	3.43	95.60
	Analytical skills	1.19	5.68	93.13
	Sense of initiative and entrepreneurship	1.59	6.32	92.09
	Learning to learn	0.86	2.91	96.23
	Interpersonal and social competences	0.68	1.76	97.56
	Emotional skills (e.g. having more self-confidence, etc.)	0.70	2.34	96.96
	Cultural awareness and expression	0.35	1.06	98.59
Personal and professional development: thanks to this mobility activity	I have learned from good practices abroad	0.48	1.94	97.58
	I have experimented and developed new learning practices or teaching methods	1.17	3.28	95.55
	I have gained sector-specific or practical skills relevant for my current job and professional development	1.36	5.15	93.50
	I have enhanced my organisational/management/leadership skills	1.28	6.10	92.62
	I have reinforced or extended my professional network or built up new contacts	1.14	5.94	92.93

Statements		Do not Agree (%)	Neutral (%)	Agree (%)
	I have shared my own knowledge and skills with students and/or other persons	1.30	3.81	94.89
	I have reinforced the cooperation with the partner institution/organisation	1.41	7.53	91.06
	I have built cooperation with players in the labour market	10.86	20.68	68.46
	I have built cooperation with players in civil society	6.72	17.53	75.75
	I have improved my foreign language skills	1.94	5.53	92.53
	I have increased my social, linguistic and/or cultural competences	0.48	1.70	97.82
	I have improved my competences in the use of Information and Communication Technology tools (e.g. computer, internet, virtual collaboration platforms, software, ICT devices, etc.)	3.92	9.98	86.10
	I have increased my job satisfaction	0.95	3.87	95.18
	I have enhanced my employment and career opportunities	3.00	11.98	85.02
Furthermore	I have increased my awareness on new methods of assessing/giving credit for skills or competences acquired in school/ non-formal learning context	1.01	2.78	96.21



Statements		Do not Agree (%)	Neutral (%)	Agree (%)
	I have improved my knowledge of the subject taught/of my professional area	1.41	3.43	95.16
	I have shared my own knowledge and skills with students and/or other persons	0.86	3.57	95.57
	I have refreshed my attitude towards teaching	0.73	2.69	96.57
	I have upgraded my knowledge of school education systems in other countries	1.41	4.91	93.68
	I have increased my awareness of (European) funding mechanisms for school education projects	0.64	2.84	96.52
My participation in Erasmus+ had the following impact on my sending institution:	Will lead to the use of new teaching methods/approaches/good practices at my sending institution	0.60	2.62	96.78
	Has led to the use of new teaching methods/approaches/good practices at my sending institution	1.56	4.16	94.28
	Will lead to better motivation of learners in the subject I teach	0.90	2.53	96.57
	Has led to the introduction of new teaching subject(s)	2.07	6.15	91.78
	Will lead to the introduction of changes in the organisation/management of my sending institution	1.59	6.10	92.31

Statements	Do not Agree (%)	Neutral (%)	Agree (%)
Has led to the introduction of changes in the organisation/management of my sending institution	2.55	7.27	90.18
Will lead to new/increased cooperation with the partner institution/organisation(s)	1.23	6.03	92.75
Has led to new/increased cooperation with the partner institution/organisation(s)	1.76	8.17	90.07
Will lead to internationalisation of my sending institution	0.73	4.47	94.80
Has led to internationalisation of my sending institution	1.25	5.79	92.97

Two thirds of the participants (66.94%) stated that they developed communication competencies in the native language of the country in which they participated in the Erasmus+ Mobility project. For the question 'How do you plan to share your experiences?', it was seen that the most common option for participants was 'to share with staff meetings' (85%).

The percentage of those who stated that they have improved their competencies in practical skills (e.g. planning and regulation, project management, etc.) by participating in the Erasmus+ activity is 95.60%, the percentage of those who stated that they have improved their competencies in analytical skills is 93.13%, the percentage of those who stated that they have improved their competencies in terms of initiative and entrepreneurship is 92.09%, the percentage of those who stated that they have improved their competence to learning to learn skills is 96.23%, the percentage of those who

stated that they have improved their competencies in interpersonal and social competences is 97.56%, the percentage of those who stated that they have improved competencies in emotional skills (e.g. self-confidence, etc.) is 96.96%, the percentage of those who stated that they have improved their cultural awareness and expression competencies is 98.59%.

With this mobility activity, 93.50% of the respondents said that they have acquired sectoral or practical skills related to their current job and professional development, the percentage of those who developed organisational / management / leadership skills is 92.62%, the percentage of those who say that their professional network is reinforced/ extended/ built up new contacts is 92.93%, the percentage of those who share their knowledge and skills with students and / or other persons is 94.89%, the percentage of those who strengthened the business association with the partner institution / organisation is 91.06%, the percentage of those who stated that they are working together in the labor market with actors in civil society is 68.46%, the percentage of those who declare that they are working together with individuals in civil society is 75.75%.

97.58% of the participants who stated that they learned good practices abroad by being part of these mobility activities. 95.55% of the participants stated that they have experienced and developed new learning practices or teaching methods.

92.53% of participants stated that this activity improved their foreign language skills, 97.82% social, linguistic and / or cultural competences, 86.10% of them developed their competencies in the use of ICT tools (e.g., computer, internet, virtual business association platforms, software, ICT equipment, etc.). The percentage of participants whose job satisfaction increases is estimated as 95.18%. In addition, 85.02% of participants stated that they have enhanced their employment and career opportunities. 96.21% of participants have increased awareness of assessing/giving credit for skills or competences acquired in formal/

non-formal learning context. 95.16% of the participants improved their knowledge about the professional field.

The majority of participants (93.68%) stated that they increased their knowledge of school education systems in other countries through the mobility activity. In addition, 96.52% of participants stated that their awareness of (European) funding mechanisms for school education projects increased. The rate of those who think that this project leads to the use of new teaching / training methods / approaches / good practices in the sending institution is 96.78%.

While 94.28% of the participants believed that participating in the Erasmus+ Project could lead to better motivation for the students, 96.57% thought that they lead to better motivation of the students in the subjects they teach.

The effects of the participation in the Erasmus+ Project itself are as follows: According to 91.78% of the participants, this project will lead to the introduction of new teaching subject (s) at the sending institution and to initiate changes in the organisation / management of the sending institution (92.31%). 90.18% of the participants think that participation in the project also contributed to the changes in the management structure of the sending institution.

92.75% of the participants think that participation in the project will lead to a new / increased business partnership with the partner institutions / organisations, while 90.07% said that they lead to a new / increased business association with partner institutions. 94.80% of the participants think that participation in the Erasmus+ project will open the internationalization of the sending institution, and 92.97% of the participants think that the sending institution is internationalized.

**Table 7.** Erasmus+ Adult Education Staff Mobility Participant Surveys

Statements		Do not Agree (%)	Neutral (%)	Agree (%)
Personal and professional development: thanks to this mobility activity:	I have learned from good practices abroad	0.51	1.89	97.60
	I have gained practical skills relevant for my current job and professional development	0.61	2.92	96.47
	I have reinforced or extended my professional network	2.10	7.83	90.08
	I have shared my own knowledge and skills with learners and/or other persons	1.33	7.93	90.74
	I have reinforced the cooperation with a partner institution/organisation	1.59	10.13	88.29
	I have enhanced my organisational/management/leadership skills	1.74	8.29	89.97
	I have built cooperation with players in the labour market	10.18	22.10	67.72
	I have built cooperation with players in civil society	4.59	21.18	74.24
	I have improved my foreign language skills	2.97	9.62	87.42
	I have increased my social, linguistic and/or cultural competences	0.77	3.12	96.11
	I have improved my competences in the use of Information and Communication Technology tools (e.g. computer, internet, virtual collaboration platforms, software, ICT devices, etc.)	10.18	19.64	70.18
	I have increased my job satisfaction	0.97	6.60	92.43
	I have enhanced my employment and career opportunities	3.12	13.55	83.32

Statements		Do not Agree (%)	Neutral (%)	Agree (%)
	I have built up new contacts	1.09	5.46	93.45
Furthermore	I have improved my knowledge of the subject taught/of my professional area	0.61	2.76	96.62
	I have increased my awareness on new methods of assessing/giving credit for skills or competences acquired in formal/non-formal learning context	0.77	5.52	93.71
	I have refreshed my attitude towards teaching/training	0.72	3.84	95.45
	I have upgraded my knowledge of adult education systems in other countries	1.07	3.79	95.14
	I have increased my awareness of (European) funding mechanisms for adult education projects	1.07	3.94	94.99
My participation in Erasmus+ had the following impact on my sending institution:	Will lead to the use of new teaching/training methods/approaches/good practices at my sending institution	0.72	2.92	96.37
	Has led to the use of new teaching/training methods/approaches/good practices at my sending institution	1.18	5.78	93.04
	Will lead to better motivation of learners in the subject I teach	0.77	3.89	95.35
	Has led to the introduction of new teaching/training subject(s)	0.87	6.65	92.48
	Will lead to the introduction of changes in the organisation/management of my sending institution	2.20	9.51	88.29

Statements	Do not Agree (%)	Neutral (%)	Agree (%)
Has led to the introduction of changes in the organisation/management of my sending institution	3.12	12.74	84.14
Will lead to new/increased cooperation with the partner institution/organisation(s)	0.97	5.17	93.86
Has led to new/increased cooperation with the partner institution/organisation(s)	1.94	7.37	90.69
Will lead to internationalisation of my sending institution	1.07	6.60	92.33
Has led to internationalisation of my sending institution	1.38	9.92	88.70
Other	7.44	13.22	79.34

When they asked how they would share their experience, most participants expressed their willingness to share at 'staff meeting' (79%).

According to findings from the personal and professional development subscale, the majority of the participants (97.60%) stated that they learned from good practices abroad through this mobility activity. It was found that 96.47% of the participants gained practical skills relevant to their current job and professional development through this mobility activity, 90.08% of them reinforced or extended their professional network, 90.74% shared their knowledge and skills with learners and / or other persons, 88.29% reinforced the cooperation with a partner institution/organisation, 89.97% organisation/management/ skills of leadership, 67.72% built cooperation with players in the labor market, 74.24% built cooperation with players in civil society, 87.42% improved their foreign language skills, 96.11% increased their social, linguistic and / or cultural competences, 70.18% have developed their competencies in the use of ICT tools (e.g., computer, internet, virtual business association platforms, software, ICT

equipment, etc.). The rate of participants whose job satisfaction increased is 92.43%. 83.32% of the participants enhanced their employment and career opportunities, 93.45% built up new networks.

In addition, 93.71% of participants have increased awareness on new methods of assessing/giving credit for skills or competences acquired in formal/non-formal learning context. 96.62% have improved their knowledge of the professional field. 95.45% of participants indicated that their attitudes towards teaching/training were refreshed, 95.14% have upgraded their knowledge of adult education systems in other countries, and 94.99% said their awareness of (European) funding mechanisms for adult education projects increased.

The effectiveness of the sending institution to the Erasmus+ project is as follows: According to 96.37% of the participants, their sending institution will lead to the use of new teaching/training methods/approaches/good practices.

93.04% of them think that their sending institution was led toward the use of new teaching/training methods/approaches/good practices. 95.35% of the participants think that the education they receive will lead to better motivation of learners in the subject they teach. While 88.29% of the participants thought that participation in the Erasmus+ project will lead to the introduction of changes in the organisation/management of their sending institution. 84.14% of the participants stated that participation in Erasmus+ has led to the introduction of changes in the organisation/management of their sending institution.

While 93.86% of the participants think that participation in the project will lead to a new/increased cooperation with the partner institution/organisation(s), 90.69% of them think that it has led to new/increased cooperation with the partner institution/organisation(s). 92.33% of the participants think that participating in the Erasmus+ project will lead to internationalization of their sending institution and 88.70% of them think that it has led to internationalization of their sending institution.



## **4.2. The Effects of Projects on Staff**

The focus group meetings and individual interviews were conducted to obtain the views of the managers and the staff participating in the projects about the effects of the Erasmus+ School Education and Adult Education Staff Mobility Projects on the employees of the institution. The data obtained from the interviews were coded, categorized and separated into themes via the NVivo programme.

The cause-and-effect relationships and explanatory results obtained from the findings are explained by the researchers in detail according to the themes; ‘Increased enterprise and entrepreneurial spirit’, ‘Increasing the quality of the studies conducted for the benefit of students, trainees, apprentices, adult learners, young people and volunteers’, ‘Capacity increase for making changes brought by modernization and international expansion of educational institutions’, ‘Developed qualifications related to professional profiles’, ‘Increasing motivation in participating education or training (formal / non-formal) in the future’, and ‘Implementations and institutional arrangements towards increasing the capacity to meet the needs of disadvantaged people’.

### **4.2.1. Increased Enterprise and Entrepreneurial Spirit**

According to findings, participating in the Erasmus+ School Education and Adult Education Staff Mobility Project has had a very positive effect on the staff of the institution. Entrepreneurship, self-confidence, professional motivation awareness on foreign cultures, and the willingness to take on innovative perspectives and to participate in new projects have been mentioned most frequently among the positive changes in attendants. Participants in both adult education projects and school education projects seem quite eager to prepare new projects as well.

#### **4.2.2. Increasing the Quality of the Studies Conducted for the Benefit of Students, Trainees, Apprentices, Adult Learners, Young People and Volunteers**

The findings show that either the effectiveness of the project or the activities in scope of the project gave the employees of the institution an innovative perspective. The knowledge of new methods acquired during the mobility and implemented practices have contributed to the participants' revision and reorganisation of their work in their own institutions. Participants of school education projects frequently expressed that these experiences that they gained from the mobility contributed to their students the most. Similarly, participants of the adult education projects have expressed that they were trying to implement these achievements in their institutions. Especially in the adult education projects, it has been stated that mobility activities provide important contributions at the point of observing different and successful implementations.

#### **4.2.3. Capacity Increase for Making Changes Brought by Modernization and International Expansion of Educational Institutions**

Most of the interviewed administrators think that their institutions were not lacking behind Europe's institutions in terms of potential and human resources. However, they stated that the system they have observed here was working more successfully in terms of material resources, organized and disciplined and responsible working attitudes and technical support. Participants mentioned that they made some innovations in institutional buildings and used materials in order to improve the functioning of their institutions in the direction of their observations. Institution employees observed some differences in their institutional cultures and other institutional cultures during their mobility activities. They have stated that the most important / most frequent of these differentiated situations are, respectively, the following: comfortable working

environment and freedoms recognised (such as dress code, educational programme, training methods) which was designed for teachers, the structure and sense of responsibilities of teachers, new studies and willingness of teachers and institutions in following up methods.

#### **4.2.4. Developed Qualifications Related to Professional Profiles**

The common view of all participants of school education and adult education has been that the mobility activity has contributed in many ways to their personal professions.

Participants in the interviews mentioned one of the most important reflections of the projects as the increase in the sensitivity of the staff of the institution in terms of professional development. It is stated that there is an increase in participation in activities (seminars, symposiums, in-service trainings) which will lead professional development to meet the expectations of the institutions and they are also seen in the use of training areas such as workshops.

Most of the participants have stated that they have never had any experience abroad. Through the activities carried out within the scope of the project they expressed that they are less concerned about going abroad. Participants also stated that their self-confidence were increased, their prejudice against Europe and Europeans were decreased, and therefore their desire to go abroad was increased.

After the mobility, it was seen that the project managers and the majority of the participants felt a lack of foreign language skills, recognized the importance of using foreign languages, and attempted to develop foreign language skills. On the other hand, foreign language teachers expressed that their drawbacks of using English in everyday life decreased and their self-confidence in using the language increased.

#### **4.2.5. Increasing Motivation in Participating Education or Training (Formal / Non-formal) in the Future**

It has been seen that after the activities, the motivation of project managers and the majority of the participants to participate in new projects, to write new projects, to go abroad, to learn new skills and information were increased.

#### **4.2.6. Implementations and Institutional Arrangements Towards Increasing the Capacity to Meet the Needs of Disadvantaged People**

Participants stated that after their participation in the activities, the practices for disadvantaged groups started to be applied in their institutions. Furthermore, the knowledge level and awareness of the participants on the new approaches used in the field of special education have been increased.

### **4.3. The Effects of Projects on Institutional Capacity Development**

In the following section, findings from the focus group meetings and analysis of data obtained from individual interviews are explained in detail according to the themes 'Increased capacity to operate at EU / international level: development of good management skills and internationalization strategies Internationalization', 'Innovative and improved operating style towards target groups and developed proficiencies in scope of education and training staff', 'A more dynamic and professional environment in the institution / organisation where the commitment to the work is high', 'Professional environment in the institution/organisation', 'Dissemination activities and the use of project outcomes', and 'The performance level of the projects about the needs and expectations of the individuals'.

### **4.3.1. Increased Capacity to Operate at EU / International Level: Development of Good Management Skills and Internationalization Strategies**

Under this theme, the capacity development of the institutions' institutions in terms of operating at the EU / international level is emphasized. Findings from the interviews are detailed in terms of (1) internationalization, (2) relationships and links established, (3) orientation to new projects, and (4) inclusion of new participants in the projects.

#### **4.3.1.1. Internationalization**

When we look from the perspective of the contributions of mobility activities in scope of projects, it is observed that the motivation towards increasing the institutional capacity in the subject of operating activities at an international level was increased, there were positive effects of changes occurred in the view points of the administrative directors on the institution employees and the awareness in the subject of internationalization in the institutions were increased.

In the scope of administration, most of the institution directors stated that they were operating a more democratic administration hereinafter. While they were confessing that they have been open to the operations which include flexibility and innovation in the administration process, they also added that they had observed some characteristics such as discipline, organized study, and following the instructions unconditionally which were adopted by the institution in the Project process.

Most of the participants stated that this mobility process, which they experienced, contributed to the internationalization scope of their institutions. Most of the institution / project managers especially in the field of adult education

reflected that their project networks were extended and by that reason, they took the advantage of institutional equipment and competence. Nearly all institution / project managers stated that they would like to undertake new international projects by communicating with their partner institutions or second level connections.

#### **4.3.1.2. New Established Relationships and Connections**

Institutions mostly had connections with the contact person of the course/ activity before the Project. It is observed that the relations established in the project process continued in large scale after the project. It is understood that the links, especially with the course providers, are usually continued after the projects. Participants had some attempts in organizing new projects towards these relationships. Generally, people who had no problems with their language proficiency among other institutions participated in the Project stated that they had some relationships with their international partners in the process. However other participants preferred to be in contact with other groups who again came from Turkey because of the lack of language proficiency and confidence.

#### **4.3.1.3. Orientation to New Projects**

All of the participants of the Projects recommended the employees or teachers of other institutions for their participation in these kinds of projects/activities. The main reasons for their recommendations are; experiencing different applications, achieving professional gains, increasing motivation and self-confidence, and the opportunities to witness different cultures. Moreover, participants think that these mobility activities provide an opportunity to improve collaboration between institutions and to implement new mobility projects.

#### **4.3.1.4. Integration of New Participants to the Projects**

Generally, projects integrate people to the activities both at the levels of institutions and their staff. In the field of school education, the Project has been stated as the first experience. The most cited response of the interviews at the level of institutions has been the information that the Project was the first Project of many of the institutions. Additionally, most of the participants underlined that these were their first experiences in a school or adult education Project.

#### **4.3.2. Innovative and Improved Operating Style Towards Target Groups and Developed Proficiencies in Scope of Education and Training Staff**

Directors of the institutions stated that they gained so much in the institutional dimension with the Project. It is seen that there were innovative viewpoints in the institutions, which participated in School Education Projects, especially towards students and their parents and in the institutions which participated in Adult Education Projects towards their main target groups. It is also stated that the Professional competencies of the education and training staff were differentiated and developed.

#### **4.3.3. A More Dynamic and Professional Environment in the Institution / Organisation Where the Commitment to the Work is High**

There are some statements such as determination of the needs and the adopting a target-oriented and planned working within the institution, thus a positive change in the intra communication of the institution, an increase in the professional competence with the new professional gains in institutional scope, and a positive effect of this process on the intra motivation of the institution. Related to this topic.

#### **4.3.4. Professional Environment in the Institution/Organisation**

It is one of the outcomes of the observation that there has been an increase at the institutional level by the organisation of the team which had been composed of experienced employees who was responsible of the Project.

#### **4.3.5. Dissemination Activities and the Use of Project Outcomes**

Most of the participants stated that they had included various applications related to the dissemination and use of project outcomes for representing the studies which were conducted in scope of the Erasmus+ project. Their works in sharing the knowledge from the outcomes, courses and findings that they had gained from the mobility activities were not limited with their institutions/organisations, these works had raised awareness on a wide community on the basis of their province and district. It is observed that the proportions of the participants to the seminar activities, in which dissemination activities were conducted, have been increased and a willingness in the staff occurred.

#### **4.3.6. The Performance Level of the Projects about the Needs and Expectations of the Individuals**

It is understood at the end of the interviews that the projects and activities have met the expectations and needs of participants substantially. It is revealed that the activities experienced during mobility activities were consistent with the training objectives.

##### **4.3.6.1. Content and Scope**

It is seen that the scope of the projects was sufficient in general. The subject and suggestion which were emphasized secondly about the scope of the projects were that the requirement for practicing the structured course/training activities and job shadowing together.



#### **4.3.6.2. Duration of the Mobility**

The duration of the activities was stated as sufficient for the needs in general. However, nearly all of the people who stated that the duration was not sufficient, added that they would like to spare their time for the observation of job shadowing and cultural activities. Especially participants in the Adult Education projects and some other participants from School Education projects related to the content of the education (especially projects on drama education) stated that one week of stay/course duration was not enough. Participants who stated that the duration was not sufficient detailed their responses that they would like to experience much more institutional and cultural examples but the duration was limited for that and also for the content of the education. Some of the participants emphasized that the mobility processes would be more efficient if it could be conducted during the holidays of education and training semesters. In addition to these, it is stated that the changes which were applied to the Project durations by the National Agency since they were accepted while in the waiting list, hinders the process and this application caused many difficulties in the general of the Project.

#### **4.3.6.3. Budget of the Mobility**

A big majority of the participants stated that the budget was sufficient. However, it is rarely emphasized that there would be some differences between the country and cities at which they were travelled. Even though great majority of the participants stated that the budget was sufficient, some of them declared the opposite because of the high living standards of the country they travelled.

#### **4.3.7. Applying for Consultancy Service During the Project Application**

The rate of the participants who informed that they applied to the consultancy service in scope of the Project is very low. A great majority of participants who stated that they applied for the consultancy services explained that they got support from the institutions or people who conducted projects before or Project Office in their city.

#### **4.3.8. Communication with Turkish National Agency**

In the projects, it is stated that the relations with the National Agency were clear and there was no problem during the process.

## **5. Discussion**

In this section, the findings reported in the previous section are discussed and the results of the impact assessment study and its impact on implementation are presented.

### **5.1. Reason for Impact Assessment**

The dissemination of the projects and their analysis are the most important aspects of the project evaluation process. This impact assessment was conducted to show the extent to which objectives and expected results were achieved in, and to demonstrate the effectiveness of the projects financed by the Erasmus+ Programme launched in 2014.

### **5.2. Impact Indicators**

The impact of Erasmus+ projects is measured not only by the quality of the project results, but also by the availability, dissemination of the results, and the use of gains outside the project. For this reason, it is also examined whether the project results are delivered efficiently to as many potential users as possible. The other impact indicators included in this report are; the number of participants participating in mobility activities, the knowledge and skills gained by participants during project activities, the impact on participants, the number of other European projects planned / conducted in the school / institution, and the impact on the institutional capacity development of mobility activities.

### **5.3. The Effects of the Projects**

The target group of the projects in the field of school education is students, teachers, schools (from preschool to middle school), parents and all stakeholders

that are directly or indirectly related to education. The target group of the projects in the field of adult education is the staff responsible for the training of adults in their basic skills and key qualifications, and adult learners trained in these areas, it was recognized that participation in Erasmus+ projects has a significant impact on both the professional development of the staff and the increase of the institutional capacity.

A large majority of participants attended in the Erasmus+ mobility activity stated that their learning experience in a European country were informally recognized by their institutions, while they received the Course Specific Certificate and/or the Europass Mobility Certificate. As they ensure that their activities are officially recognized by the governing body, the recognition of these certificates and mobility documents received during the mobility by local / regional / educational authorities is a significant indicator of effectiveness of the project. In addition, the vast majority of participants indicated that they had not previously participated in a mobility programme, and were particularly eager to participate in new projects after mobility. This finding suggests that the projects have an impact on the participants' motivation to participate in new projects. It has emerged that the activities of the participants are linked to the European Development Plan. This finding suggests that the promotion of a business union at European level in the field of education and training, the acquisition of knowledge and experience (content and evaluation) of the educational system of European countries, the creation of strong links with teachers in European countries, the acquisition of European Union knowledge, the lifestyle and education knowledge of European countries, is an indication that the projects are effective in terms of acquiring knowledge.

It is revealed that most participants did not get consulting services related to their projects. Participants stated that they needed to consult an experienced person/entity especially during the filling of project application forms. However, informal/personal relations informed them. Therefore, they stated that they would

be pleased to assist institutions when needed. This finding can be considered a demonstration of the effectiveness of the participants' self-confidence, the development of project management skills and the development of teamwork skills.

The professional knowledge and professional awareness in their own business sectors of the staff participated in the project has increased. In addition, the participants improved their entrepreneurial skills. The mobility also helped participants to communicate effectively with colleagues outside the project, outside the school / institution. In addition, the motivation of the staff to work in a multidisciplinary team; their enthusiasm for studying vocational training and developing their professional skills, their desire to work and their sensitivity to foreign cultures have increased. Projects are also said to have significant contributions to the acquisition of innovative perspectives.

The participants specified that the activities during the projects were mostly in English, however they had gained some communicational skills in local languages occasionally. For example, both in focus group meetings and individual interviews participants learned simple sentences in local languages. This finding suggests that Erasmus+ learning mobility contributes to the development of foreign language (English) skills and development of language skills other than English.

According to findings from focus group and individual interviews, the awareness of participants on learning new languages had expanded. Many of the participants stated that they were seeking to learn a foreign language before joining future Erasmus+ events. Findings also include that some participants have begun language courses, and others have launched different projects in their institutions to increase awareness of the importance of language learning. This finding suggests that mobility has an effect of enhancing motivation in the learning of foreign languages.

According to the findings, participants were motivated to participate in other Erasmus+ events in the future and also to develop their professional skills in the future. The main motivations for participants to participate in the Erasmus+ mobility activities are to obtain an overseas experience, developing practical skills related to their professions, trying and improving new learning practices and teaching styles, improving social, language and cultural qualifications. The least motivating situation is the cooperation with other actors in labor market.

The majority of the participants stated that they were satisfied with their mobility experiences. According to the results, participants showed improvement at tolerance of different cultures, discovering different cultures and intercultural dialog and interacting skills. In their Erasmus+ Learning Mobility experiences, going abroad provided them (especially for those who went abroad for the first time) new information on the European culture and the opportunity to compare between their own culture and the European culture. Results show that participants are impressed by the parking and landscaping organisation of European cities, internalization of traffic rules (they obey the rules even if there were no policeman), museums as daily routines, hospitality, punctuality and carefree (relaxed) attitudes.

On the other hand, some participants, especially those related to integration of Information and Communication Technologies, indicated that the technological hardware in Europe was not as advanced as in Turkey. The problem in Turkey is not the deficiency in hardware or infrastructure but some systematic deficiency such as not having effective software and not focusing on human resources.

The majority of the mobility activities were carried out within 1-2 weeks. Due to the fact that the mobility activities were done during school period, the participants preferred short term mobility activities.

The quantitative results show that the mobility activities provided the participants practical (such as planning and organizing, project management) and

analytical skills, the qualification of taking initiative and entrepreneurship. In addition to this, both qualitative and quantitative results indicate that the participants improved their emotional skills, self-confidence and motivations. Participants also stated that they had become more open minded, unprejudiced, curious at innovations and they recreated their attitude toward education.

Learning to learn, improvement of interpersonal and social qualifications, cultural awareness and expressional skills, earning sectorial and practical skills about their profession, organisational management and improvement leadership skills, growing stronger professional networks are other important effects of the mobility activities. Participants also stated that they become unprejudiced, more tolerant, open-minded, more curious about innovations, and developed positive attitudes toward teaching.

The learning to learn, the development of interpersonal and social competences, the development of cultural awareness and expression competences, the acquisition of sectorial or practical skills related to business and professional development, the development of organisational management and leadership skills, the strengthening and expansion of professional networks are other important impacts of mobility activities.

Results show that almost all institutions participating in the Erasmus+ School Education and the Adult Education mobility programme performed dissemination activities. Participants expended the impact area of the projects by transferring the experience of the project and mobility to dozens of people. These dissemination activities include students, colleagues and / or other people in the society somehow affected by their projects. The most common dissemination elements are written reports, personal meetings, workshops and seminars, conferences, visual and written, visual, visual-auditory media and social media, brochures and manuals and small gifts (such as pencils, agendas etc.) and generating awareness towards these activities.

Besides the language improvement thanks to the mobility activities, most participants stated that the mobility activities contributed to entrepreneurship, self-confidence, professional motivation, sensitivity about different cultures and innovative perspectives.

It is also indicated that most of the participants strengthened their cooperation with the project partner, engaged in cooperation with other social actors and labor market. One of the most important driving power to attend a project is the chance of being abroad. This effect also motivates participants to make new international projects. Almost all participants are planning to attend a new Erasmus+ project in the future and some of them stated they were already preparing a new one.

There are other important outputs of the projects such as experiencing new learning practices and teaching methods, learning good practices abroad, having sectorial and practical skills related to their professions, language improvements, social and cultural developments. Moreover, participants also increased their competence in using information communication technology tools (e.g., computer, internet, virtual business alliance platforms, software, ICT devices, etc.), employability and career opportunities, as well as job satisfaction. This finding showed that these projects increased the digital competences and new information experiences of participants.

Results from the focus group and one on one interviews are consistent with the results from the qualitative analysis. Participants stated that their experiences from Erasmus+ mobility activities offered them new methods and different applications and theoretical information and more practical experience. Although the main motivation on participating Erasmus+ School and Adult Education projects is having information and professional qualification, between these two type of participants are different about other motivations.



According to the results, for both groups of participants, the cooperation with actors in labor market is the least motivating situation. This finding can be interpreted that the project has not been influential on the participants in working with labor market actors. This may be due to a lack of coordination and action among public / private institutions and organisations in the labor market in Turkey.

According to quantitative findings, participating Erasmus+ School and Adult Education Projects help participants to develop competencies in the field of practical skills (e.g. planning and organizing, project management, etc.), analytical skills, in terms of initiative and entrepreneurship. Moreover, both quantitative and qualitative findings suggest that participants have increased emotional skills, self-confidence and motivation. Participants also stated that they were less prejudiced, open-minded, more curious about innovations, and refreshing attitudes towards teaching.

Participants had improved their information and skills not only during the scheduled events but also in the informal learning environments. Cultural activities such as visiting a museum, shopping or eating are informal learning occasions, so participants could increase their awareness on interpersonal relations, social rules, democratic lifestyle and time management etc. Similarly, the social skills and communication skills of the participants during the mobility activity are also developing. Additionally, participants increased their awareness on the importance of ethics of work and disadvantaged people. Even the perception of the participants on disadvantaged people changed during this experience.

One of the expectations of the Erasmus+ projects is the improvement of the participants' professional knowledge. Results indicate that projects have achieved the target. Participants in school education and adult education projects increased their knowledge on different school and adult education systems in other countries

and projects participants' awareness on European financial mechanisms increased. In this regard, the effectiveness of the mobility offers institutions new teaching / educating approaches/methods/ good practices. Also, after the mobility, the institutions had differences on organisational and management methods. Participating in the project increased the cooperation between partner entities and institutions and also increased internalization of the institutions.

On the other hand, after the mobility experience, institutions became more sensitive about disadvantaged people and responding to their needs. However, they have encountered some cultural, legal and financial restrictions and legislative barriers.

There have been no restrictions with financial support and the length of the projects. Some project managers and participants indicated that they have encountered some cultural, legal and economic problems about practicing newly gained skills and methods in their institutions.

## 6. Conclusions and Recommendations

In this section, the results of this impact analysis are summarized and the suggestions on developing project management and implementation are presented.

### 6.1. Scope of Impact Analysis

This document presents a comparative and consistent synthesis of the views of project executives and participants on the evaluation and analysis of the results of the project, the effectiveness and success of the activities of 387 Erasmus+ Programme School Education Staff Mobility Projects and 126 Adult Education Staff Mobility Projects supported by under the “Improving the Quality of Education by Supporting Professional Development of Staff of School and Adult Education” project.

Within this scope;

*In terms of staff, it has been researched how sub-projects contribute to;*

- enhanced employability and improved career prospects
- increased sense of initiative and entrepreneurship
- increased motivation for taking part in future formal and/or non-formal education or training
- improved competences, linked to their professional profiles
- increased capacity to trigger changes in terms of modernisation and international opening within their educational organisations
- greater understanding of interconnections between formal and non-formal education, vocational training and the labour market respectively
- better quality of their work and activities in favour of students, trainees, apprentices, pupils, adult learners, young people and volunteers
- increased ability to address the needs of the disadvantaged.

*In terms of institutions, it has been researched how sub-projects contribute to;*

- increased capacity to operate at EU/international level, i.e. improved management skills and internationalisation strategies
- innovative and improved way of operating towards their target groups by providing improved qualifications of teaching and training staff
- more modern, dynamic, committed and professional environment inside the organisation.

## **6.2. Conclusions and Recommendations of Impact Analysis**

This impact analysis has revealed that participation in Erasmus+ projects has a significant impact on both the professional development of the staff as well as the increase of the institutional capacity. It has also been found that the goals of the Erasmus+ projects are achieved, the activities were appropriate for the project, and the implementing / host institution has sufficient capacity in terms of human resources, financial resources, infrastructure, and so on.

Increased awareness of European funding mechanisms (such as the European Union financial aid and the EU-funded programs in Turkey) by institution managers will lead to encourage staff working in their institutions to re-participate in such mobility activities to create a more democratic environment; use of new teaching / training methods / approaches / good practices; changes in the organisational and management forms of institutions; increase of cooperation with foreign institutions and organisations; and so institutions will be more internationalized.

Findings showed that participating in Erasmus+ projects improved the motivation and entrepreneurship of participants and encouraged them about personal improvement. Also, it makes people more confident about practicing language although some participants had some language problems and became

dependent on translators and mostly to English teachers. In order to solve this problem, it is considered that it would be useful to take measures to increase the quality of the foreign language support supplied for the staff before participating in activities abroad in the institutions preparing the new project.

Although participants have not stated any problems about the communication with the Turkish National Agency, specifically during filling the forms of registration they needed to consult knowledgeable and experienced someone or an institute. In order to prevent participants from wasting their time by using informal relations and to eliminate this kind of a need, it is advised that a consultation group among experienced project managers can be established.

The main problems of IPA Human Resources Development Operating Structure Study on the Evaluation of Results in the Project Staff Improving the Quality of Education by Supporting Professional Development of Staff of School and Adult Education activities are differences between regulations and cultures and communicational disabilities. In other words, because of management-related, legal, cultural or/ and economically obstacles, dissemination activities remain inadequate and new techniques and information cannot be put into practice. Bear in mind that there were no statements about the limitation in financial support and time, however, in order to solve problems which were occurred in the dissemination activities of project outcomes and sustainability of new information and skills and practices there should be more of an effort.

As mentioned before, according to the program rules, the duration of the mobility can vary from 2 days to 2 months. Although the duration of the mobility determined at the beginning depending on the type of planned activities and objectives of the project, some participants stated that the time was not enough. Participants stated that they wanted to spend more time on job shadowing and cultural activities. However, according to the rules of the program, it is not possible to allocate extra time and budget to cultural activities outside the scope of the project. It will be useful for the participants to be informed about other projects where they can meet different expectations, such as social and cultural sharing, where they can make job shadowing at schools / institutions. In addition,

to increase the positive impact of Erasmus+ mobility activities, institutions that apply for new projects may be encouraged to opt for longer-term training instead of weekly training.

Participating in Erasmus+ projects not only provide professional improvement but it also develops learning and educational processes, changes in management approaches, improves of communication and cooperation skills and contributes expanding institutional capacity. Furthermore, participants who attended to the activities gained an intercultural and international approaches and these characteristics contribute in developing new educational and training methods and materials, rearranging of the purpose, content, educational environments, assessment and evaluation items, improvement of education and adaptation of good applications in our country.

In order to improve the corresponding capacity of employees and employers, expanding the educational capacity of social partners, schools, local/regional educational authorities, adult education institutions, non-profit organisations and public institutions is one of the specific objectives of the projects. However, findings show that the least motivating effect is the cooperation with other actors in labor market. The development and dissemination of programmes for entrepreneurship and innovation training can be an effective way to increase the effectiveness of projects on developing co-operation with actors in the labor market. The fact that a staff mobility project only responds to participants' overseas mobility requirements is detrimental to the project. If the impact of the project is only measured by the experience and knowledge gained by participating in mobility, the institutional impact of the project will be limited to personal development. For this reason, the visibility of the project can be increased through dissemination activities.

Since the course specific certificate and the Europass Mobility Document expose the content and outcome of the training period in a very detailed manner, it is necessary for the participants to share the documents they received during mobility with a broad audience (e.g. school students, apprentices, university students, job seekers and employees). The acquisition of these documents is an

effective way to record the educational experience in Europe and make the impact of the project visible. It may be advisable to use these documents to demonstrate and record the skills gained during the learning experience by the European Commission. A symbolic certificate ceremony may be held at institutions to formalize the recognition of course-specific certificates and Europass Mobility Documents. In order to make the project visible as a whole, the institution manager/ project manager can invite the representatives of local/ regional/ educational authorities, local press, etc. to the ceremony.

Furthermore, the institution manager/ project managers can prepare new reports and press releases, by constantly updating the project website with information and figures about the project, by recording the visitor numbers and opinions. Visibility in social networks can help to establish transnational networks and strengthen associations. In addition, a questionnaire can be administered before and/ or after the project has been initiated to determine the views of the participants and the individuals involved in the project and to better meet their needs. The analysis and publication of survey results can also be an effective way to assess the impact of the project.

The findings on this report are based on the assumption that all the answers collected from participants are realistic and sincere. The generalization of results is restricted with similar projects. For impact assessment, reviewing the activities and making further projects better, asking feedback of participants about the project is highly important. Therefore, results of this report are expected to provide researchers, project managers and Turkish National Agent a new approach on assessing the impact of further projects. To improve the effectiveness of the projects and the level of satisfaction of participants the changes and adjustments that can be made in the direction of the above suggestions can be evaluated by the Turkish National Agency. It may also be suggested that subsequent researchers continue their work on such impact analysis, including the completed projects after this report is written.

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